

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

## Big Stone School District Improvement Plan/Progress Report Form

### Principle : 3 – Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04:02. Determination of needed evaluation data**

As part of an evaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall review existing evaluation data on the child, including: evaluations and information provided by the parents of the child; current classroom-based assessments and observations; and observations by teachers and related services providers.

Interviews with staff indicate they were not familiar with this requirement. File reviews completed by the team indicated parental input into the evaluation process was not documented.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**Parents will be given the opportunity to provide input into the evaluation planning process.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

**All student evaluations conducted will include documentation of parental input.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline  
for  
Completi  
on**

**Person(s)  
Responsibl  
e**

**Record Date Objective was  
Completed**

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<p>1. What will the district do to improve?          Parental input will be a part of the evaluation process and will be included in the report for each student evaluated by the Big Stone School District. Special education teachers will make every attempt to obtain parental input on a dated parental input evaluation form. If parental input form is not returned, the district will document on the PN all attempts (via telephone, email, or in person) to gain parental input.</p> <p>What data will be given to SEP to verify this objective?          Special education teacher will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify parental input into the evaluation process has been obtained. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>On going as special education reviews come up during the fall and new evals come up.</p>	<p>Big Stone          Special          Education          Staff</p>	<p><b>No new evaluations have been completed since the review date. Annual IEP's do indicate parental input on present levels of performance. Parental input on the evaluation and re-evaluation process has been conducted in the past and will be documented in more detail on current ones.</b></p> <p><b>Completed 1/08/2007</b></p>
Please explain the data (4 month)			
Please explain the data (8 month) No new evaluations or re-evaluations have been completed since the review.			
Please explain the data (12 month) A Parental Input Form was developed including a place to document the attempts to gain parental input. Copies of the forms for initial and new evaluations completed after January 2006 through present.			

**Principle : 3 – Appropriate Evaluation**

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:03 Preplacement evaluation**

Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate, unless other timelines are agreed to by the school administration and the parents.

The monitoring team found parent signed consent to extend timelines; however, the date to which the timeline was extended was not documented.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure evaluations are completed within 25 school days after receipt by the district of signed parent consent to evaluate, unless other timelines are documented and agreed to by the school administration and the parents.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All evaluations will be completed within 25 school days after receipt by the district of signed parent consent to evaluate, unless other timelines are documented and agreed to by the school administration and the parents.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective  
was Completed**

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<p>1. What will the district do to improve?          To ensure evaluations be completed within 25 school days after receipt by the district of signed parent consent to evaluate, unless other timelines are documented and agreed to by the school administration and the parents the special education will in-service staff on the district's procedure.</p> <p>What data will be given to SEP to verify this objective?          The date the in-service is conducted will be reported to SEP.</p>		<p><b>Big Stone Special Education Staff</b></p>	<p><b>Completed 1/08/2007</b></p>
<p>Please explain the data (4 month) Staff in-service on review and evaluation process during the month of March.</p>			
<p>Please explain the data (8 month) Staff working with special education students and the special education teacher met in September and discussed special education concerns along with deadline issues for evaluations.</p>			
<p>Please explain the data (12 month) An in-service was conducted on 11/14/06 for special education staff.</p>			

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<p>1. What will the district do to improve?          The district will ensure evaluations be completed within 25 school days after receipt by the district of signed parent consent to evaluate, unless other timelines are documented and agreed to by the school administration and the parents.</p> <p>What data will be given to SEP to verify this objective?          The special education director will spot check two student files from each special education teacher who has conducted an initial or reevaluation assessment, to verify evaluations were completed within 25 school days after receipt by the district of signed parent consent to evaluate, unless other timelines are documented and agreed to by the school administration and the parents. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>		<p><b>Big Stone Special Education Staff</b></p>	<p>There have been no new evaluations or re-evaluations during the time period since the review.</p> <p><b>Completed 1/08/2007</b></p>
Please explain the data (4 month) No new data.			
Please explain the data (8 month) No new data.			
Please explain the data (12 month) Copies of the parental consent form and evaluation dates were reported to SEP for initial and reevaluations completed from February 2006 through present.			

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

### **Principle : 3 – Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

#### **ARSD 24:05:25:04.5 Evaluation procedures**

The district is required to ensure at a minimum that evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by parents, that may assist in determining: whether the is a child with a disability and the content of the IEP.

Through an interview and file reviews, the monitoring team concluded functional assessment is not being completed. An interview with special education staff indicated functional assessment consists of verbal input from the general education teachers. There is no written data to provide relevant information that directly assists persons in determining the educational needs of the student. Once the information is gathered, the district needs to analyze the information to identify the student's strengths and weaknesses in specific skill areas, which can then be used, if appropriate, in a student's present level of performance on the IEP.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**All student evaluation reports will include functional assessment.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

**Functional assessment will be part of a student's comprehensive evaluation. The student's functional assessment will be analyzed and written summary will include strengths and needs for specific skill areas affected by the student's disability.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective  
was Completed**

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<p>1. What will the district do to improve?          An in-service will be provided for the special education staff regarding comprehensive evaluations including functional assessments.          What data will be given to SEP to verify this objective?          Documentation of when, and who attended this in-service will be reported to SEP.</p>		<p><b>Big Stone Special Education Staff</b></p>	<p>Due to change in administration no inservice on this has been documented. Items regarding functional assessments were inserviced on during the month of March, additional inservice information to be distributed this fall.</p> <p><b>Completed 1/08/2007</b></p>
<p>Please explain the data (4 month) No new data. In-service in March regarding functional assessments.</p>			
<p>Please explain the data (8 month) No new data. If in-service information from March is not located, staff will be in-serviced prior to the 12 month data collection to meet principle.</p>			
<p>Please explain the data (12 month) An in-service on functional assessments was provided to special education staff (director, teacher, and speech clinician) on 11/14/06.</p>			
<p>2. What will the district do to improve?          The district will conduct a functional assessment for each student during their evaluation/re-evaluation.          What data will be given to SEP to verify this objective?          The district special education director will check two student files from each special education teacher who has conducted an initial or re-evaluation assessment, to verify functional assessment has been completed and is part of a written report. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>		<p><b>Big Stone Special Education Staff</b></p>	<p><b>Completed 1/08/2007</b></p>

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

Please explain the data (4 month) **No new data.**

Please explain the data (8 month) **No new data.**

Please explain the data (12 month) Copies of the functional assessment summaries were reported to SEP for the initial and reevaluations completed between February 2006 through present.

#### **Principle: 4 – Procedural Safeguards**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:30:04. Prior notice and parent consent**

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

The monitoring team did not find consent for evaluations administered to students. For example, an achievement evaluation was administered but was not included on the prior notice/consent signed by the parent, and a behavior evaluation was administered without prior notice/consent from the parents.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will obtain written parental consent before conducting a first-time evaluation, and reevaluation.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

**All initial evaluations, and reevaluations conducted by the district will have written parental consent prior to conducting the evaluations.**

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?            Parental consent will be obtained for all evaluations.</p> <p>What data will be given to SEP to verify this objective?            The district special education director will spot check two student files from each special education teacher to verify parental consent was obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. The total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>			<p>This was met prior to the review process. This was later discussed and district was told that they were not out of compliance for Principle 4. Parental consent has been obtained on all evaluations and re-evaluations that have been completed in the district.</p> <p><b>Completed 1/08/2007</b></p>
Please explain the data (4 month) No new data. Principle 4 was met.			
Please explain the data (8 month) No new data.			
Please explain the data (12 month) Copies of the parental consents were reported to SEP for all initial and reevaluations completed between February 2006 to present.			

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

## **Principle: 5 – Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

### **ARSD 24:05:27:01.03 Content of individualized education program (IEP); Present level of performance, goals and objectives**

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In student file reviews, present levels of performance did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum). Parental input was consistently documented in the present levels of performance. File reviews and interviews with staff indicated a need to improve functional assessments to acquire the needed information to develop present levels of performance for students eligible for special education services.

The annual goals need to be measurable and reasonable to attain in one year. In files reviewed, the annual goals were not written in a manner that would be measurable. The following is an example: "Student will improve organizational and study skills so he/she is able to work independently."

The short-term objective or annual goals need to have conditions, performance and criteria listed. The short-term objectives lacked these elements. The following is an example: "Given various behavioral situations, student will identify how his/her behavior affects others." No criteria is stated.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district will ensure that a student's IEP will have annual goals which are measurable and reasonable to attain in one year.**

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels  <b>All students IEP will have annual goals which are measurable and reasonable to attain in one year.</b>			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? IEPs written by the district will annual goals which are measurable and reasonable to attain in one year.  What data will be given to SEP to verify this objective? The district special education director will spot check two student files from each special education teacher to verify annual goals which are measurable and reasonable to attain in one year. The total number of special education teachers and number of files reviewed along with findings will be reported to SEP.			<b>Completed 1/08/2007</b>
Please explain the data (4 month) No new data.			
Please explain the data (8 month) No new data. No new IEP's have been written in order to reflect data on this principle.			
Please explain the data (12 month) Annual goals which are measurable and attainable for one year were reviewed for the one student whose IEP was reviewed this fall. Copies of the goals were reported to SEP. Copies of goals for students new to special education were also reported to SEP.			

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

## **Principle: 5 – Individualized Education Program**

4 month reporting date 5/30/06  
8 month reporting date 9/30/06  
12 month completion date 1/30/07  
Closed 1/8/07

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03 Content of individualized education program (IEP); Present level of performance, goals and objectives**

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In student file reviews, present levels of performance did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum). Parental input was consistently documented in the present levels of performance. File reviews and interviews with staff indicated a need to improve functional assessments to acquire the needed information to develop present levels of performance for students eligible for special education services.

The annual goals need to be measurable and reasonable to attain in one year. In files reviewed, the annual goals were not written in a manner that would be measurable. The following is an example: "Student will improve organizational and study skills so he/she is able to work independently."

The short-term objective or annual goals need to have conditions, performance and criteria listed. The short-term objectives lacked these elements. The following is an example: "Given various behavioral situations, student will identify how his/her behavior affects others." No criteria is stated.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district will ensure that a student's IEP will have short-term objective or annual goals which have the conditions, performance and criteria listed.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**All students IEP will have short-term objective or annual goals which have the conditions, performance and criteria listed.**

4 month reporting date 5/30/06  
 8 month reporting date 9/30/06  
 12 month completion date 1/30/07  
 Closed 1/8/07

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?          IEPS written by the district will have short-term objective or annual goals which have the conditions, performance and criteria listed.</p> <p>What data will be given to SEP to verify this objective?          The district special education director will spot check two student files from each special education teacher to verify annual goals which The total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>			<p><b>Completed 1/08/2007</b></p>
Please explain the data (4 month) Service providers and teachers writing goals on IEP's discussed what was necessary for annual goals and performance criteria.			
Please explain the data (8 month)As of current no annual IEP's have been placed on record since the review. IEP criteria is being looked at and discussed among service providers who are writing annual goals. Special education teacher to attend Special Education Training in October for further training in this area.			
Please explain the data (12 month)Short-term objective or annual goals which have conditions, performance, and criteria listed were copied for one annual meeting and for initial placements.			